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ABSTRACT

The Effective Supervision Guide (ESG), which organizes data generated during monitoring sessions in student teaching, is based on clear goal setting and feedback and provides student teachers and supervisors the opportunity to identify problem behaviors, prioritize the problem behaviors according to the degree of importance in terms of effective teaching, and then specify strategies for the behavior change process in student teaching. Intended for use in student teaching conferences to facilitate the organization and interpretation of the data generated during monitoring, the ESG has five components: establishment of a teaching performance baseline of the student teacher; selection of behaviors needing remediation or maintenance based on the baseline data; specification of strategies that can facilitate remediation or maintenance of targeted behaviors; establishment of criteria for evaluation of performance for each targeted goal; and indication of commencement and completion dates for the specified target behaviors. (Author/CB)

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An Effective Supervision Guide for supervisors: A systematic approach to organizing data generated during monitoring sessions in student teaching

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Introduction

Monitoring in student teaching includes instances in which the supervisor obtains data on student task performances by direct observation or checking an event recorder (Tinning, 1983). The data from monitoring sessions can facilitate effective operation of the accountability system in student teaching. For example, the process of making comparison of student performance with pre-specified criteria (congruity analysis) and application of desirable consequences can be enhanced (Tinning and Siedentop, 1985).

Considering the role of monitoring in the operation of an accountability system, an hypothesis can be formulated about its' impact on the effectiveness of the student teaching process. Data from monitoring can show how well a student controls teaching situations, so that, changes in student teacher behaviors and the magnitude of such changes can be identified from the data (Tinning, 1983; Ocansey, 1986). The functional operation of the hypothesis stated above may depend largely upon meaningful arrangement of the data generated during monitoring. The data can be organized to show particular teaching behaviors that need remediation or maintenance, and in addition, the magnitude of changes in particular teaching behaviors.

As a consequence of organizing the data from monitoring, explicit behavioral requirements associated with various tasks can be specified to facilitate the behavior change process in the student teaching experience. A task refers to implicit or explicit instructions about what each individual student teacher must do to successfully cope with various situations in the student teaching experience (Doyle, 1980, p. 2). In other words, a task is defined in terms of a goal and a set of operations necessary to achieve the goal (Tinning, 1983). The purpose of this article was to present a format (an Effective Supervision Guide) that has great potential to facilitate the organization of data generated from monitoring. The components of the Effective Supervision Guide (ESG) are described separately in the section that follows.

Components of the Effective Supervision Guide (ESG)

The content of the ESG reflects all the essential components of objective goal setting and feedback (Siedentop, 1983; Boston, 1972 ; Piper and Elgart, 1979). The components of the ESG include:

1. Establishing a baseline of the teaching performance of the student teacher.
2. Selecting behaviors that need remediation or maintenance based on the baseline data.
3. Specifying strategies that can facilitate remediation or maintenance of targeted behaviors.

4. Establishing criteria for evaluation of performance for each targeted goal.
5. Indicating commencement (start) and completion (end) dates for the specified targeted behaviors.

Each of the components of the ESG is discussed separately. An example of the ESG is provided in Table 1.

INSERT TABLE 1

Establishing a baseline of teaching performance of the student teacher

In establishing a baseline, the supervisor should conduct extensive assessments of the student teacher's performance. This should include an observation of the student teacher's performance, and a target pupil's performance in the class designated for observation. There are several observation systems that can be used to generate data on teacher and pupil behaviors during monitoring. A few examples are described below.

1. The Basic ALT-PE Observation Instrument (Wilkinson and Taggart 1984) provides data that describes how teacher and pupils spend their time in physical education classes. An interval and event recording techniques are used in the observation process. The data generated with this instrument shows how teachers and pupils spend their time in managerial and

Table 1.

An Example of Effective Supervision Guide in Physical Education for Supervisors of Student Teachers.

SUPERVISOR: Tetteh-Ahumah SCHOOL: Accra High Sch. CLASS: 9th grd.

STUDENT TEACHER: Kofi Mensah

BEHAVIOR TO REMEDIATE OR MAINTAIN	STRATEGIES FOR REMEDIATION OR MAINTENANCE	EVALUATION CRITERIA	START DATE	END DATE	COMMENTS
Low rate of activity time	ST.Will: 1. Modify activities to provide opportunity for pupils to engage with content most of the teaching time. 2. Increase # of teams and use the entire space available. 3. Supervise pupils more actively. 4. Show enthusiasm- smile and participate with pupils. 5. Support on-task behavior of pupils. SUP. Will: 1. Monitor teaching. 2. Compare target behavior with specified criteria. 3. Provide feedback in conference. 4. Specify strategies together with student. 5. Apply consequences.	Maintain a weekly average of 40-50% of activity time for 4 consecutive weeks.	10/5	11/6	Immediate improvement over baseline, but occassionally low activity time then stabilizes above the target level. The objective was actually achieved on the 27th of November.

KEY
ST. Student teacher
SUP. Supervisor

instructional structures, and the nature of the interactions between teacher and pupils in teaching situations.

2. Interaction analysis systems (Cheffers and Mancini, 1983) have been employed to categorize student or teacher behavior occurring in the learning environment. Superviosrs can identify consistent interraction patterns in a teaching situation.

3. The Multiple Observation of Student Teachers-Physical Education System (MOST-PE) (Metzler, 1981) provides process data on managerial efficiency, task structure, academic learning time, use of pupil names, feedback and planning outcomes. MOST-PE also allows for the rating of climate, and enthusiasm.

Data generated from these observation systems reveal very important informations that can enhance the operation of an effective accountability system and the determination of a baseline. For example, the data provides: 1) the strengths and weaknesses of the student teacher, 2) evidence that is useful for setting performance criteria for target behaviors, 3) information that can be utilzed for comparison with subsequent teaching performance, and 4) evidence that can be used for prioritizing behaviors that need to be remediated or maintained.

Data from three observations is sufficient in establishing a baseline. On certain occassions when the data from three observations show less stability (variable baseline), four or

more observations would be required to facilitate the establishment of a meaningful baseline. The data must be stable in order to select and prioritize behaviors.

Selecting teacher or pupil behaviors that need remediation or maintenance

The process of selecting target behaviors from the data generated should include identification of general behaviors and the determination of the relative priority of each behavior. The target behavior should be selected and prioritized according to the degree of importance in terms of effective teaching. The behaviors that are prioritized should be consistent with the goals of the teacher education program.

Considering the literature relating to how effective teachers go about their responsibilities of teaching, it is unequivocal to place a priority on minimizing managerial behaviors during the early parts of the student teaching experience, and then gradually move to a more instructional focus. As Emmer and Evertson (1981) have indicated, most of the management structure is taught during the first three weeks of the school year. This involves the teaching of rules for behavior, consistent reminders of these rules, contingencies for complying with or violating rules, and routines that enable students to get about their business of the class without disrupting the ongoing educational focus.

The process of selecting target behaviors for remediation or maintenance can be facilitated in three ways. First, consider the results of the data gathered during the observation sessions. Second, consider guidelines from the research literature pertaining to the behaviors of effective teachers in their classes. Third, consider the experience and performance attributions of the individual student teacher. Previous goals established with student teachers, and the accomplishments that student teachers have made in previous mini-teaching, field teaching or student teaching experiences may be helpful in this process. An example of a behavior that needed remediation or maintenance is provided in Table 1 under the column labeled "behavior to remediate or maintain".

Specifying strategies that can facilitate remediation or maintenance of targeted behaviors

Once the behaviors that need to be remediated or maintained have been identified, the process of specifying strategies follows. The purpose of this section of the ESG is to specify strategies that can facilitate the student teacher's attempt to remediate or maintain targeted behaviors.

In most teacher education programs there are no sources for quick desk reference (a reference index) that can facilitate the process of selecting strategies that have the potential to influence the performance of the student teacher. Teacher education programs can cautiously utilize the results from the

research on teaching in the gymnasium, and those results from the classrooms that have been confirmed by similar results from the gymnasium to facilitate the process of selecting strategies. The teacher education program at the University of Virginia for example, emphasizes the use of teaching strategies that have been found to characterize effective teaching in both classroom and/or gymnasium setting. As indicated by Siedentop, et. al (1986) these teaching strategies should include the following:

1. Allocating a large percentage of the time to content.
2. Minimizing management/wait/transition time in class routines
3. Devoting a high percentage of content time to practice.
4. Keeping students on-task.
5. Assigning tasks that are meaningful and matched to student abilities.
6. Keeping the learning environment supportive and setting high but realistic expectations.
7. Giving lesson smoothness and momemtum.
8. Holding students accountable for learning.

For each of these strategies a list of behavioral indicators have been identified so that supervisors may use them as a resource for quick reference during supervision in the student teaching process. An example of a strategy and a list of behavioral indicators (although not exhaustive in itself) is presented in Table 2. Also, examples of strategies for

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INSERT TABLE 2

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remediation or maintenance are provided in Table 1 under the column "strategies for remediation or maintenance".

Establishing criteria for evaluation of performance for each targeted behavior

In this section of the ESG criteria for task accomplishments are established. Establishing meaningful performance criteria for task accomplishments is very essential if the student teacher is to realize systematic progress in his/her teaching experience.

Realistic and meaningful performance criteria should be specified to enhance the student teacher's ability to follow through sucessfully in subsequent teaching situations, and to facilitate the operation of an effective accountability system.. In order to establish a realistic and meaningful performance criteria, it is important to consider the context of the teaching situation, the performance attributions of the individual student teacher, and the information obtained from the observation data. The mean performance for three observations on a particular behavior should be considered adequate in this process. On occassions when the data from the three observations show a great deal of variance, a fourth or

Table 2.

An example of an effective teaching strategy and the corresponding behavioral indicators

REF	Keeping Students On-Task
1.	Supervises students actively and helps those who have difficulty.
2.	Demonstrates "withitness" - Scans the teaching space regularly to know what is going on.
3.	Establishes consequences for off-task behavior whenever.
4.	Responds quickly to off-task behavior to reduce off-tasks time for a pupil.
5.	Teaches rules and reinforce pupils appropriate response to the rule.
6.	Supports on-task students.
7.	Give positive feedback or praise when a difficult response is elicited.
8.	Provides two positive to one corrective feedback.

more observations should be made to establish a meaningful pattern for the target behavior.

On other occassions when the data from the three observations indicate a stable pattern, a mean of the data from the observation sessions should be established. Then increase or decrease the performance criteria in a stepwise manner. This should be done in gradual approximations toward the goals of the student teaching experience. An example is provided in Table 1 under the column "evaluation criteria".

Indicating commencement (start) and completion (end) dates for specified targeted behaviors

Indicating commencement (start) and completion (end) dates for behavior change are the final tasks in completing the ESG. In this section the time frame for the accomplishment of the tasks should be indicated. In setting the time frame, the degree of need for remediation of the target behavior and the discrepancy between the data and the criterion required for accomplishment should be considered. If by the targeted completion date the goal is not achieved, the performance criterion should be modified. The performance criterion should be increased or decreased in a stepwise manner and should be coupled with further strategies for accomplishment of the required goal.

On the other hand, when a goal is achieved prior to the completion date and the data from the three observations show a stable pattern, set new goals for remediation or maintenance. In the same way, increase or decrease the performance criterion in a stepwise manner coupled with strategies for remediation or maintenance. An example is provided in Table 1 under the columns "start date" and "end date."

General comments and suggestions

Teacher education institutions must be willing to define precise expectation for behaviors of student teachers. If clear goals are defined for the student teaching program, supervisors would be able to monitor and provide feedback that reflect those goals. The ESG emphasizes clear goal setting. It also provides a direction for organizing the data from observations in the most meaningful manner. On the ESG, supervisors and students can trace the changes in performances and also identify specific areas of teaching performance that need to be remediated or maintained.

The ESG is intended for utilization in conference sessions to facilitate the organization and interpretation of the observation data generated during monitoring in student teaching. Supervisors should develop the ESG with each individual student teacher from the beginning to the end of the student teaching experience. The supervisor and the student

teacher must analyze the data generated from the observations, and then organize the data in a meaningful manner on the ESG. In other words, both the supervisor and the student teacher should identify and specify behaviors that need to be remediated or maintained, prioritize the behaviors according to the degree of importance in terms of effective teaching, and then specify the strategies and responsibilities for both the student and the supervisor in fulfilling the goals specified on the ESG.

The observation systems described in this article and many others can be used in the monitoring the process. Depending on the type of system used in monitoring, the observation data may provide informations that relate to the frequency of student teacher's behavior of positive or negative interactions with pupils or the percentage of pupil's behavior of active engagement with the subject matter (activity time) and many others. Whatever the type of observation system used in the monitoring process, it is important that the data generated must be objective and reliable. Objective and reliable data can enhance the behavior change process in student teaching. Data can be generated through video or audio taping. The data can be analyzed using the appropriate techniques that are compatible with the selected observation system. The selected observation system can be used for on-site monitoring.

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